



## INTRODUCTION: STOP WHINING AND JUST READ WITH ME ALREADY!

**Materials Needed:** Imagination and quality time discussing creative ideas with your child

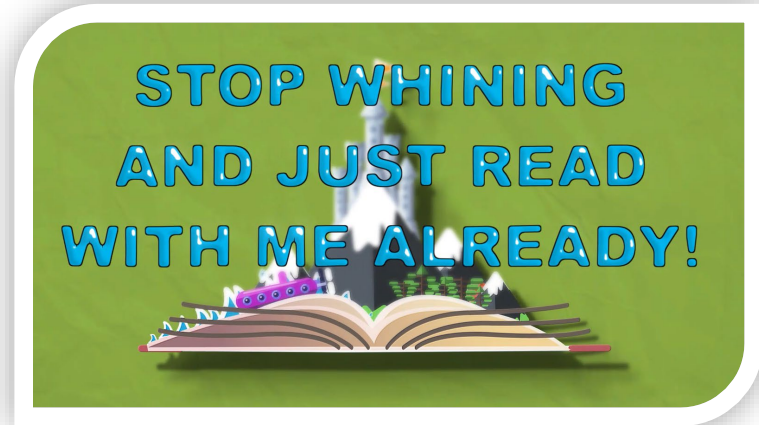
### Process:

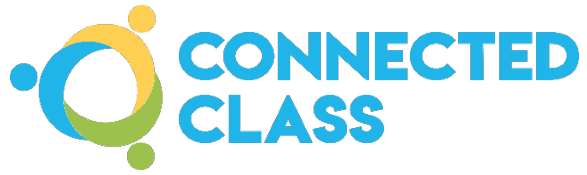
Step 1: Sit down with your child and brainstorm all the creative ways you can read together.

Step 2: Join our closed Facebook group: Stop Whining And Just Read With Me Already!

Step 3: Share your creative ideas, photos and videos on our Facebook group.

Step 4: Have FUN reading in new and creative ways!





# CAMP OUT



**Materials Needed:** Reading material, tent and sheets, pillows and blankets, construction mindset and optional S'mores

**Process:**

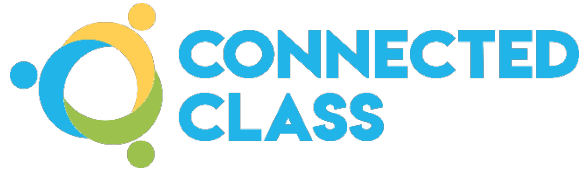
Step 1: Set up a tent or create a tent using sheets.

Step 2: Grab pillows and blankets to create a comfortable reading space.

Step 3: Select reading material and begin reading in your tent.

Step 4: Talk about your favorite part of the reading.

Step 5: Share the details of your experience on the Stop Whining and Just Read with Me Already! Facebook group.



# FAMOUSLY FLUENT

**Materials Needed:** Reading material and recording device

**Process:**

Step 1: Give your child new reading material that is in their comprehension sweet spot - from 50 Lexile measures above their reading level to 100 Lexile measures below it.

Step 2: Record their first time reading through the text for one minute.

Step 3: Play the recording back for them and give suggestions on how to improve.

Step 4: Ask them what they comprehended from their first time reading.

Step 5: Record their second time reading the text. Play it back for them and give feedback again making sure to tell them where they improved.

Step 6: Read the text up to four times providing feedback each time. If the student masters the text before the fourth time, stop.

Step 7: Listen to the first and last recordings with your child. Discuss the improvements from the first time to the last time.

**Comprehension Sweet Spot**

50 Lexile measures

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Reading Level

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100 Lexile measures

The graphic shows a blue background with the text 'Comprehension Sweet Spot' in yellow and red. Below it, '50 Lexile measures' is written in yellow, followed by a red horizontal line, 'Reading Level' in white, another red horizontal line, and '100 Lexile measures' in yellow. To the right is a book cover for 'THE MAGIC CRYSTAL' by Connected Class, featuring a glowing crystal ball on a wooden base against a dark, starry background.



# LEARN AND EARN



**Materials Needed:** Determination, reading list, reward list, optional library card and consistency

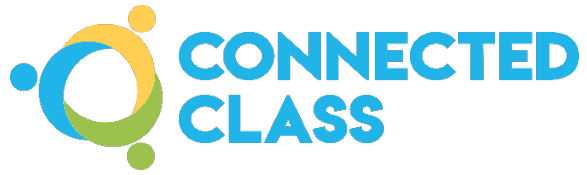
**Process:**

Step 1: Create a reading list that includes the key concepts you want your child to learn.

Step 2: Create a reward list that the child can choose from after completing a book.

Step 3: Determine how you want your child to demonstrate what they learned from the book they read.

Examples: act out the story, illustrate a favorite part or write a brief summary



# LIGHTS, CAMERA, ACTION

**Materials Needed:** A play or script to read, reading partner, costumes, recording device and optional props

**Process:**

Step 1: Locate a play or a script for your child to read.

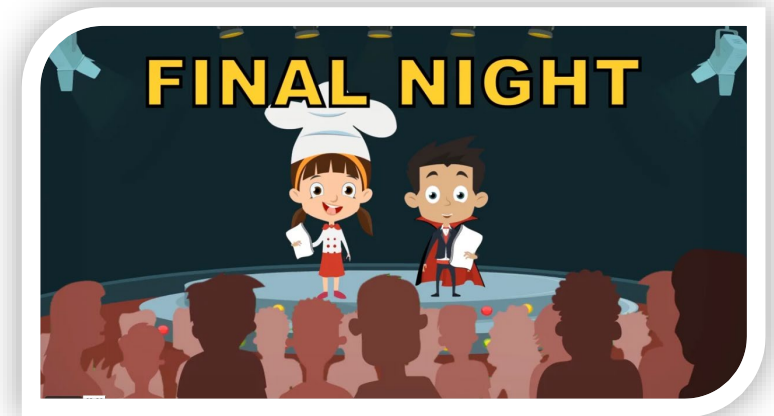
Step 2: On the first night have your child read through the script with a reading partner and decide which character or which characters they would like to be. Start thinking about props and costumes as well.

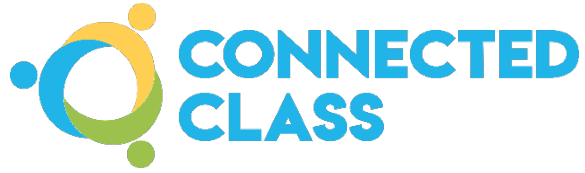
Step 3: On the second night have both reading partners practice reading the script to each other.

Step 4: On the third night have your child and reading partner dress up in costumes with their props when reading the script again.

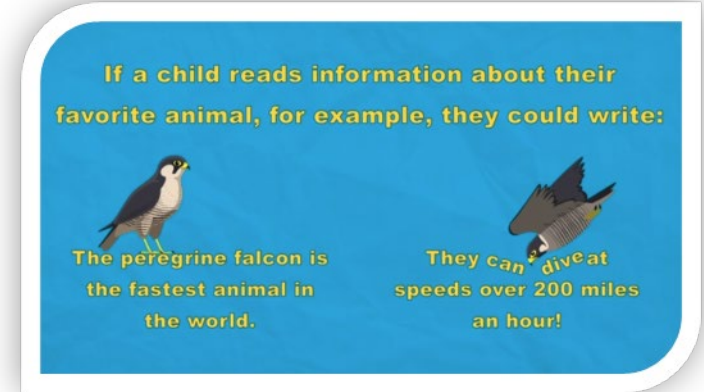
Step 5: The fourth night is a dress rehearsal. Record the performance and have your child watch the video to see where they can improve.

Step 6: The fifth night is the final performance. Invite the whole family and record the performance again. Your child can watch the final performance video and see how they improved from the fourth night.





# NONFICTION NUGGETS



**Materials Needed:** Informational text, Post-It Notes, pencil

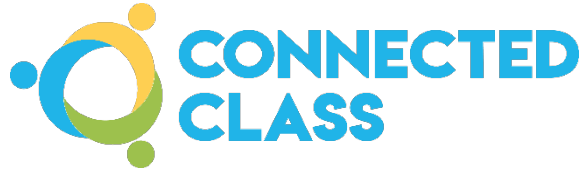
**Process:**

Step 1: Choose an informational text about a topic that is interesting to your child.

Step 2: Read it together. Pause throughout the reading to discuss the topic and check for comprehension.

Step 3: Write down interesting or important facts on Post-It Notes to share with others after reading.

Step 4: When your child finishes reading, take the Post-It Notes and read them to another family member or friend to share what has been learned. The child could also post the information in creative locations around the house.



# PJ'S AND POEMS

**Materials Needed:** Favorite pair of pajamas, poem

**Process:**

Step 1: Put on your favorite pajamas.

Step 2: Choose a poem.

Step 3: Have your child read the poem out loud. Make sure to listen for expression.

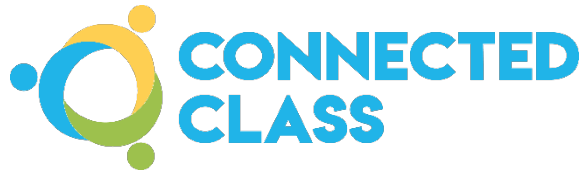
Step 4: After reading the poem, ask your child what they think it is about. Ask them what feelings the poem produces inside of them.

Step 5: Next, model for them how to read the poem with expression.

Step 6: Have your child read the poem again with more feeling.

Step 7: After practicing, invite other people to listen to a session of Pj's and Poems. Your scholar can always stand on the bed to pretend it is Open Mic Poetry Night.





# READING IN A FLASH



**Materials Needed:** Reading material and a flashlight

**Process:**

Step 1: Before bedtime grab a flashlight and a story.

Step 2: Snuggle up together, and take turns holding the flashlight and reading.

Step 3: Talk about your favorite part about the reading.

Step 4: Share the details of your experience on the Stop Whining and Just Read with Me Already! Facebook group.





# ROLL OUT THE “READ” CARPET



**Materials Needed:** Book that was made into a movie, access to the movie, optional popcorn and treats

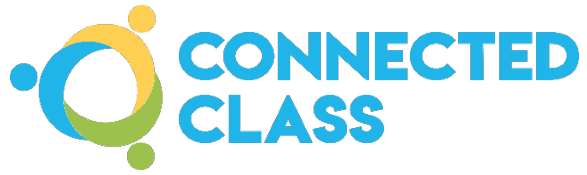
**Process:**

Step 1: Sit down with your child with a list of books that have been made into movies. Choose a book to read.

Step 2: Discuss a plan for reading it such as one chapter per night.

Step 3: After completing the book, select a special time where you can watch the movie together.

Step 4: After you watch the movie, take time to talk about it. Ask questions: Did you like the book or the movie better? Why?



# SILLY SNAPCHAT

**Materials Needed:** Reading material, smartphone or tablet, parent Snapchat account and a sense of humor

**Process:**

Step 1: Set up a parent Snapchat account.

Step 2: Before you use it with your child, review the Safety Center under Settings.

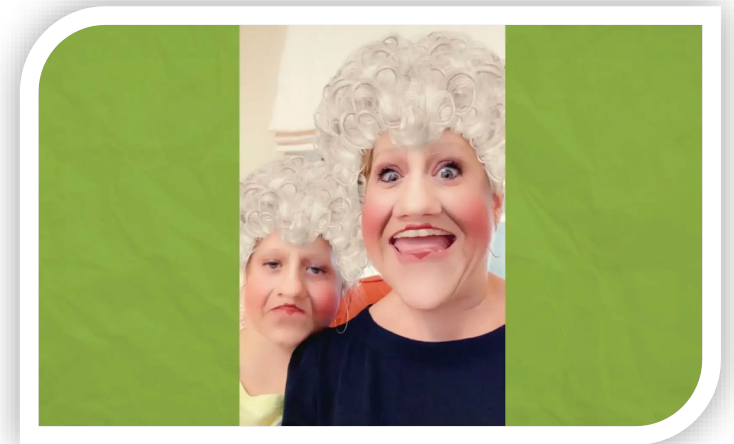
Step 3: Select reading material.

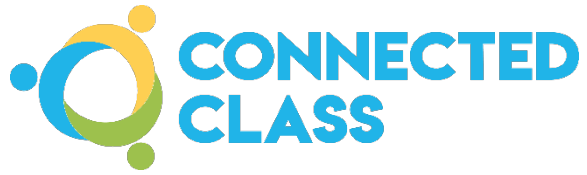
Step 4: Open the Snapchat app, and select the filter you want to read with.

Step 5: Record yourselves reading.

Step 6: Watch yourselves being silly as you read.

Step 7: Share with friends and family by texting the video or posting to Snapchat. (Optional)





# STORIES WITH SOMEONE SPECIAL



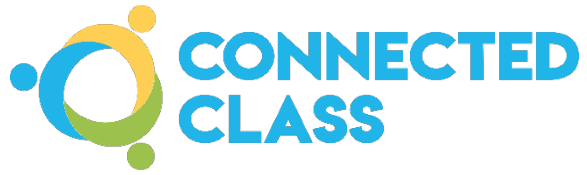
**Materials Needed:** Reading material, someone special and an optional smartphone or tablet

**Process:**

Step 1: Have your child make a list of all the special people they would like to read to or with.

Step 2: Contact those people to see if they would like to read together in person or use technology.

Step 3: Read!



# FAIRY TALE TEA PARTY



**Materials Needed:** Favorite fairy tale, tea set, yummy treats, your imagination

## **Process:**

Step 1: Create a unique space for a surprise tea party with your child. Locate any household items that will make your child feel special, such as their most loved stuffed animals, teapot cups, yummy treats, and a fairy tale. If you think it will be more motivating for your child to help decorate the space, do it together.

Step 2: Decide who reads the fairy tale or take turns.

Step 3: To increase comprehension and understanding of the text, ask your child questions such as: Who was the main character? What was something the main character wanted or needed? Describe the challenge the main character faced and how the problem was resolved.

# STORIES WITH STUFFIES



**Materials Needed:** Your favorite stuffed animals, a book

**Process:**

Step 1: Have your child arrange all their favorite stuffed animals on the bed, couch, or another space.

Step 2: Open a book and have your child read to the stuffed animals.

Step 3: After reading the story, have your child ask their stuffed animals about their favorite parts of the story. Then you can pretend to be the stuffed animals and answer the questions.

# WHAT'S COOKING?



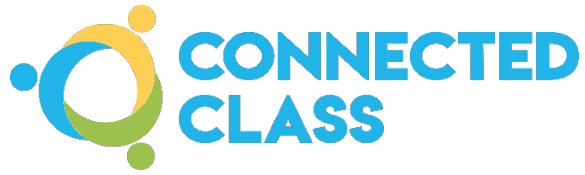
**Materials Needed:** Recipe, ingredients

**Process:**

Step 1: Locate your favorite recipe and have them read the whole thing out loud.

Step 2: Have them go back and reread each section as you mix the ingredients.

Step 3: Enjoy your delicious creation!



# LETTER SOUND SHOWCASE



**Materials Needed:** 26 paper plates, marker, a sense of adventure

## **Process:**

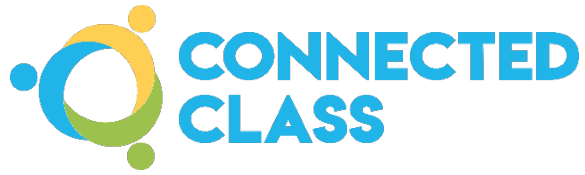
Step 1: The first time you do the activity, write an upper and lowercase letter on each paper plate for the whole alphabet. Have the child name the letters and practice the sounds they make.

Step 2: Each time you do the activity, select one to two letters to practice.

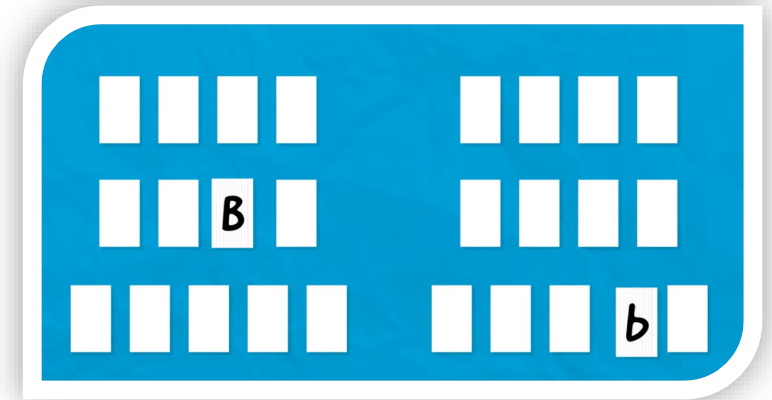
Step 3: Have your child identify each letter and the sound or sounds it makes.

Step 4: Send your child on a scavenger hunt around the house to find items that begin with each letter sound. When they find an object, they will place it on the paper plate.

Step 5: Your child can continue to add to the showcase and share it with family and friends. If you do not have paper plates, you can use plastic bags or paper to display the items.



# LETTER MATCH



**Materials Needed:** Index cards, marker, opponent

## Process:

Step 1: The game will be divided into two rounds. Begin by using the first 13 letters of the alphabet.

Step 2: Write the first 13 uppercase letters on separate index cards. Shuffle them and place the cards in rows on the left side of the table.

Step 3: Then write the 13 matching lowercase letters on index cards. Shuffle them and place them in rows on the right side of the table.

Step 4: Take turns flipping over one card from each group and naming the letters. If the uppercase and lowercase letters match, keep the set and take another turn.

Step 5: If they do not match, it is the next player's turn. Continue playing until all the cards are matched. The player with the most pairs at the end of the game wins. Then play again with the second half of the alphabet.





# MYSTERY LETTER BAG



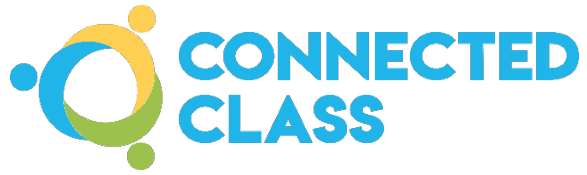
**Materials Needed:** Bag, a few items that begin with the target letter

## Process:

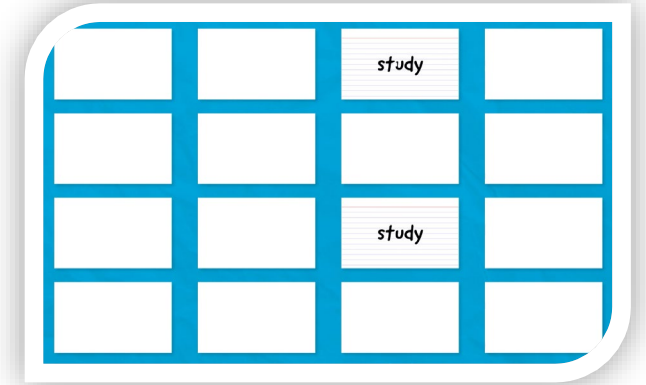
Step 1: Place several items that begin with the same letter sound in a bag. If you have trouble finding items that begin with a letter, you can print or cut out pictures.

Step 2: Have your child pick items out of the bag one at a time. They should say the name of each item and the sound they hear at the beginning of the word.

Step 3: Once all the items are out of the bag, have your child identify the mystery letter.



# MEMORY MATCH



**Materials Needed:** List of sight words, index cards, marker, an opponent

**Process:**

Step 1: Select eight to ten sight words you want to create playing cards for.

Step 2: Create two cards for each word.

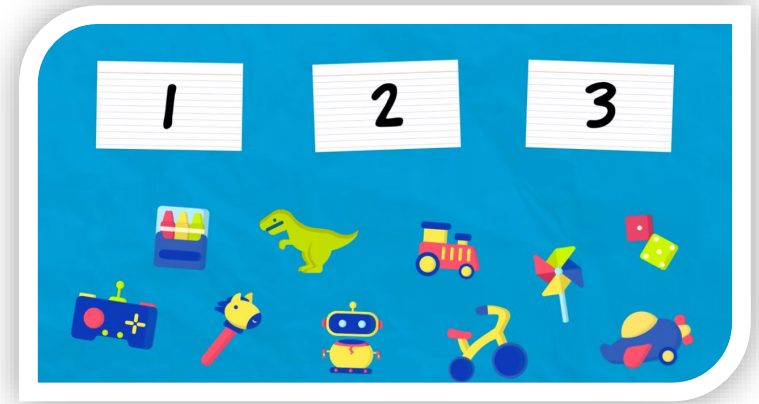
Step 3: Mix the cards up. Then place them face down on the table in rows.

Step 4: Take turns flipping over two cards at a time and reading the sight word on each card.

Step 5: If the cards match, keep them and take another turn. If they do not match, it is the other player's turn.

Step 6: Continue until all the cards are matched. Once your child has mastered the words, create a new set of cards.

# SYLLABLE SORT



**Materials Needed:** Three index cards, ten items, marker

## Process:

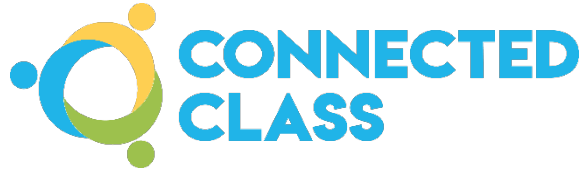
Step 1: Have the child collect ten items.

Step 2: Write the numbers one, two, and three on individual index cards, and lay them out on the table.

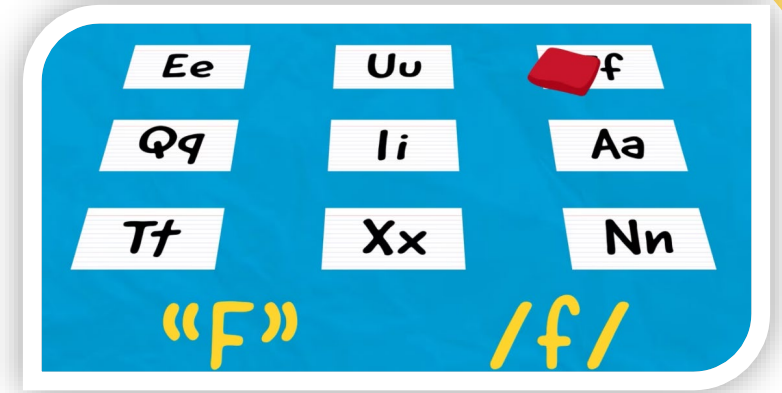
Step 3: Have the child say the name of each item one at a time while clapping out the syllables.

Step 4: The child will place the item under the number that corresponds with the number of syllables.

Step 5: Review the item placement and make any necessary corrections.



# TOSS AND SOUND



**Materials Needed:** Index cards, marker, bean bag

## Process:

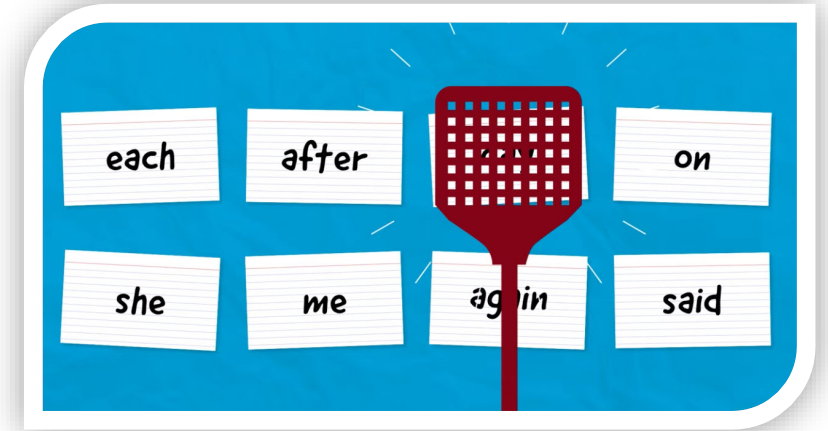
Step 1: First write the uppercase and lowercase letters on each index card. Place the cards face up on the ground in rows.

Step 2: Have your child toss the bean bag onto a letter and name the letter and the sound or sounds it makes. If you do not have a bean bag, you can fill a plastic bag with small beans, beads, or other small items.

Step 3: If the child names the correct letter and letter sound or sounds, they get to take the card. If the child does not name the correct letter and letter sound or sounds, the card stays on the ground, and they try again.

Step 4: Continue until all the letters have been picked up.

# WHACK A WORD



**Materials Needed:** List of sight words, index cards, marker, fly swatter, optional opponent

## Process:

Step 1: Write eight to ten sight words on index cards and place the cards face up on the table.

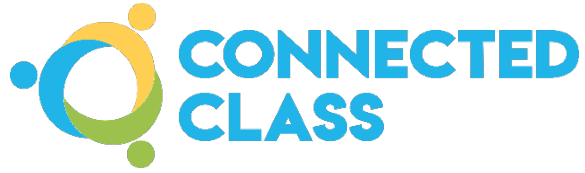
Step 2: Call out a sight word. The child will find the word and whack it with the fly swatter.

Step 3: If the child swats the correct word, they get to take the card. If the child whacks the incorrect word, the card stays on the table, and they try again.

Step 4: Continue playing until all the words have been collected. Once the child has mastered the words, play with a new set of words.

Step 5: To make the activity into a game, play with an opponent. Each person will have a fly swatter.

When the word is called out, the first one to whack the word gets to keep the card. The person with the most cards at the end of the game wins.



# BOUNCING BASICS



**Materials Needed:** Beach ball, reading material, permanent marker

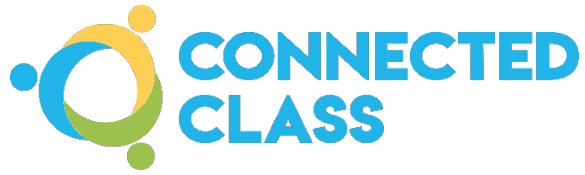
**Process:**

Step 1: Read the book with your child.

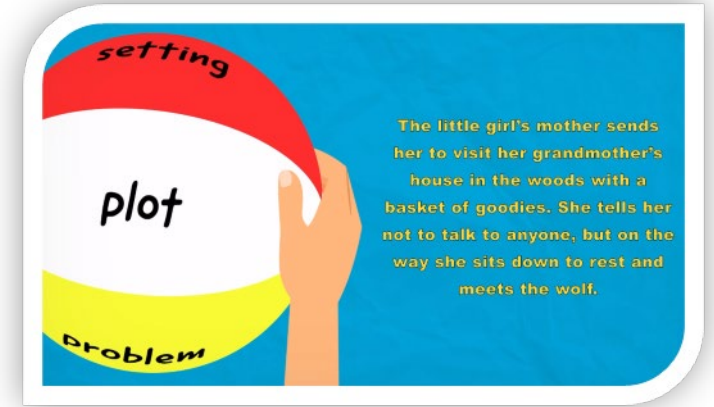
Step 2: Write the following topics on their own section of the beach ball: title, author, illustrator, beginning, middle, and end with your permanent marker.

Step 3: Toss your child the ball and ask them about the skill their right thumb lands on.

Step 4: Continue tossing the ball back and forth until your child has covered all the topics.



# CATCHING CONNECTIONS



**Materials Needed:** Beach ball, reading material, permanent marker

**Process:**

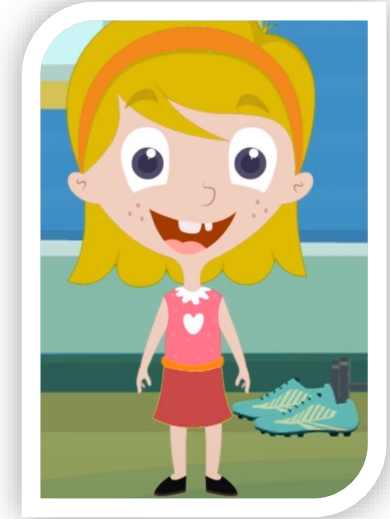
Step 1: Read the book with your child.

Step 2: Write the following topics on their own section of the beach ball: characters, setting, plot, problem, and solution with your permanent marker. If there is an extra panel on your beach ball, you can ask your child their favorite part of the story.

Step 3: Toss your child the ball and ask them about the skill their right thumb lands on.

Step 4: Continue tossing the ball back and forth until your child has covered all the topics.

# CHARACTER FEELING TIMELINE



**Materials Needed:** Fiction book, paper and a pencil

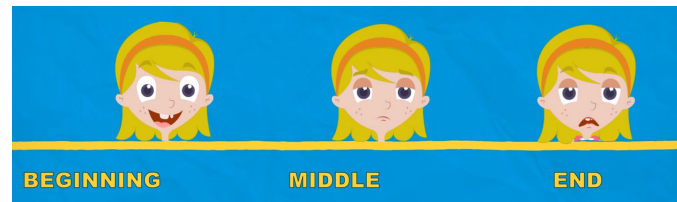
**Process:**

Step 1: Create a horizontal timeline by labeling it beginning, middle, and end.

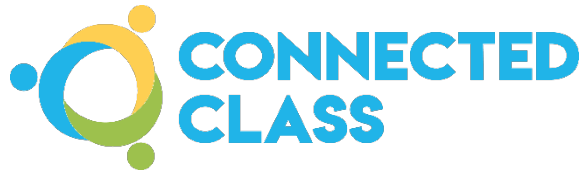


Step 2: As you read the text aloud to your child (or your child reads independently), ask them to stop periodically to talk about a character's feelings.

Step 3: Have your child describe how the character is feeling and sketch a picture at the appropriate place on the timeline. Have your child add sketches to the timeline as the character's feelings change throughout the story. Have your child talk about what caused the character's feelings to change.







# DOODLE THINK

**Materials Needed:** Article and a pencil

**Process:**

Step 1: Locate an article and print it off.

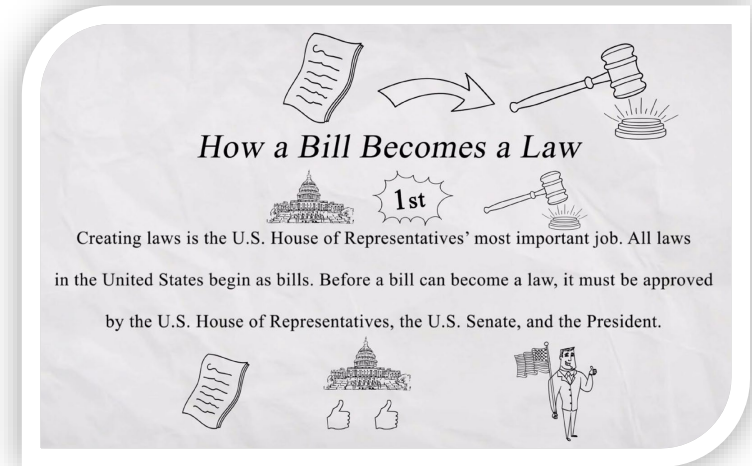
- Check out Newsela.com and ReadWorks.org

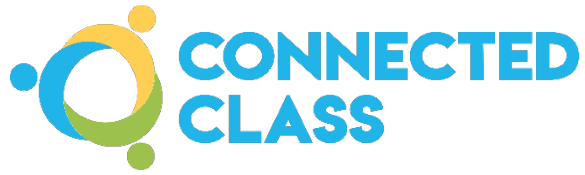
Step 2: Read the article and doodle your thinking in the margins while reading.

- Drawings are quick representations/summaries of what is being read.

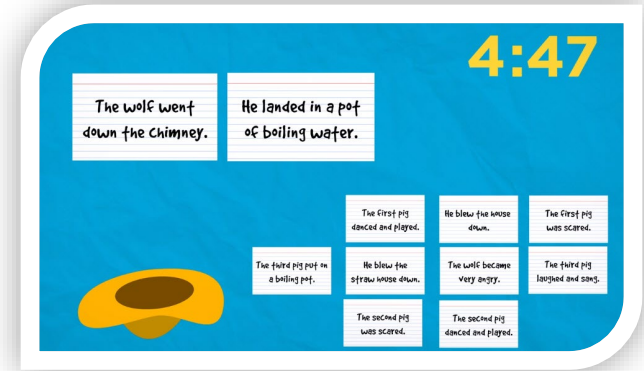
Step 3: The doodler will retell the article from their drawings.

- The simple sketches will help jog the doodler's memory and foster discussion about the text that was read.





# HATS OFF TO CAUSE AND EFFECT



**Materials Needed:** Index cards, hat, markers, timer

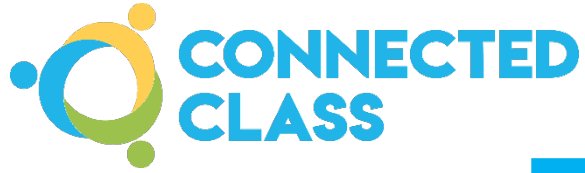
**Process:**

Step 1: Write your own cause-and-effect scenarios making sure to put the cause on one card and the effect on another one. Also include two cards that say hats off.

Step 2: Place all the cause cards in a hat along with the hats off cards. Give the pile of effect cards to the child to spread out on the table faceup.

Step 3: Set the timer for five minutes.

Step 4: The parent will draw a card from the hat and read it. Ask the child to find the correct effect on the table. When a cause/effect pair is made, the child gets one point. If the child draws the card that says hats off, all the cards go back in the hat, and the child starts over with no points. Once a hats off card has been drawn, it remains out of play. The goal is to get as many points as possible before the timer runs out.



# FINDING PROOF



**Materials Needed:** Book or article, Post-It Note, pencil, and a partner

**Process:**

Step 1: Select reading material.

Step 2: Read the story together.

- For example: adult reads a page/child reads a page

Step 3: Each reader writes an inference from the story onto a Post-It Note.

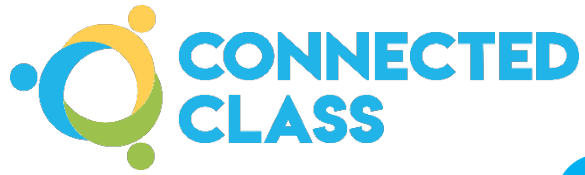
- **Inference** is a conclusion made based on textual evidence. (reading between the lines)

Step 4: Trade inferences with each other.

Step 5: Each reader then has to search through the story and find proof that supports their partner's inference.

Step 6: Once evidence proving an inference has been discovered, write it down on the back of the Post-It Note.

Step 7: Discuss the inference, evidence, and reasoning that support the evidence with your partner.



# GIVE ME FIVE

**Materials Needed:** Reading material, timer, pencil, and paper

**Process:**

Step 1: Choose level appropriate reading material. It can be text selected by you or the child. You can even use a content area textbook from school. For example: A Science or Social Studies textbook.

Step 2: For one minute, child reads a selection silently.

Step 3: For one minute, child writes down what they remember about what they read.

Step 4: For one minute, child rereads the same selection.

Step 5: For one minute, child writes for another minute about any new information they remember from the selection.

Step 6: For one minute, child discusses what they learned from the overall reading exercise.

**Fourth Minute**  
Write additional  
information gained  
from the second  
reading of the text.



# SUPERIOR COMIC SEQUENCING



**Materials Needed:** Comic strip and scissors

**Process:**

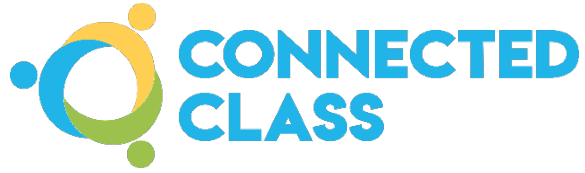
Step 1: Choose a comic strip from the Sunday paper or online at [www.gocomics.com](http://www.gocomics.com). You can create your own comic strip at [www.storyboardthat.com](http://www.storyboardthat.com).

Step 2: Cut out each square/scene.

Step 3: Mix the squares/scenes up.

Step 4: Have the child put the squares/scenes back in order.

Step 5: Have the child write or tell a story about the pictures using transitions words. For example: first, second, next and last.



# TOSS AND TELL

**Materials Needed:** Beach ball, reading material, permanent marker

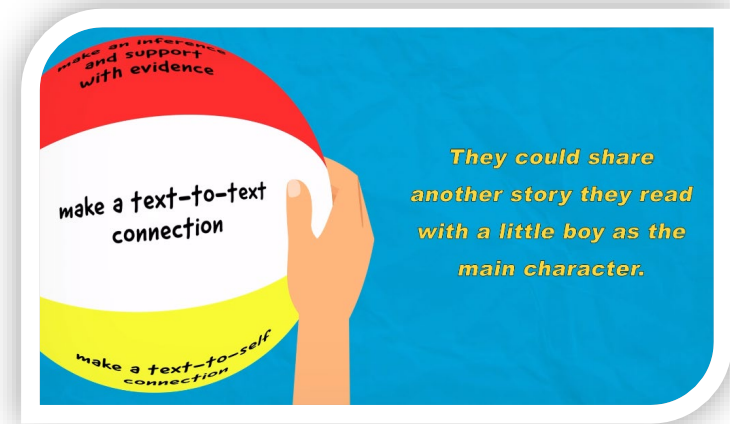
**Process:**

Step 1: Read the book with your child.

Step 2: Write the following topics on their own section of the beach ball: inference, summary, text-to-text connection, text-to-self connection, and text-to-world connection with your permanent marker.

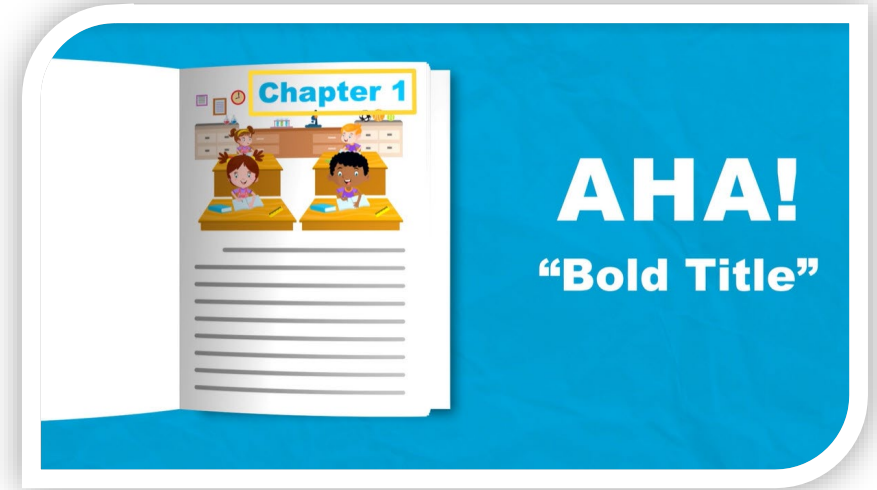
Step 3: Toss your child the ball and ask them about the skill their right thumb lands on.

Step 4: Continue tossing the ball back and forth until your child has covered all the topics.





# AHA! TEXT FEATURE SCAVENGER HUNT



**Materials Needed:** Informational text with text features, Text Feature List

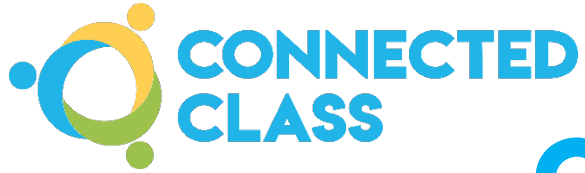
**Process:**

Step 1: Before beginning the activity, talk about the different types of text features on the Text Feature List.

Step 2: Tell the child or student that they are going on a scavenger hunt through a text, looking for text features while they read.

Step 3: Read together with the child. As they see a specific text feature, have them call out, “AHA!” and state the text feature by name.

Step 4: Then ask the child or student to tell you how the text feature helps them understand more about the text.



# CHARACTER CHANGES

**Materials Needed:** A fictional story, paper, pencil

**Process:**

Step 1: Have your child draw a two-column organizer on a sheet of paper. Your child should write “In the beginning” at the top of the left column and “In the end” at the top of the right column.

Step 2: Read the story with your child. As you read the story, have your child talk about how the character looks and what the character says and does at the beginning and end of the story.

Step 3: After reading the story, have your child write down a description of the character’s traits from the beginning of the story. Character traits are all the parts of a person’s behavior and attitudes that form their personality. Character traits are often shown with descriptive adjectives like jealous, courageous, or honest. Ask your child to write down what they saw and heard the character do to make them think that.

Step 4: Have your child do the same thing for the end of the story.

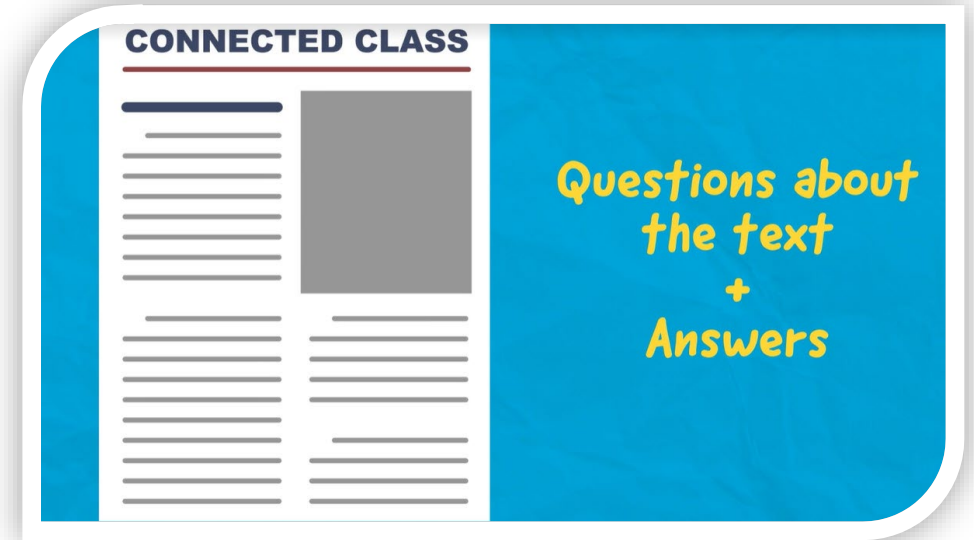
Step 5: Have your child discuss or write about any ways the character changed and what happened in the story to cause them to change.







# QUESTIONABLE



**Materials Needed:** An informational text, paper, pencil

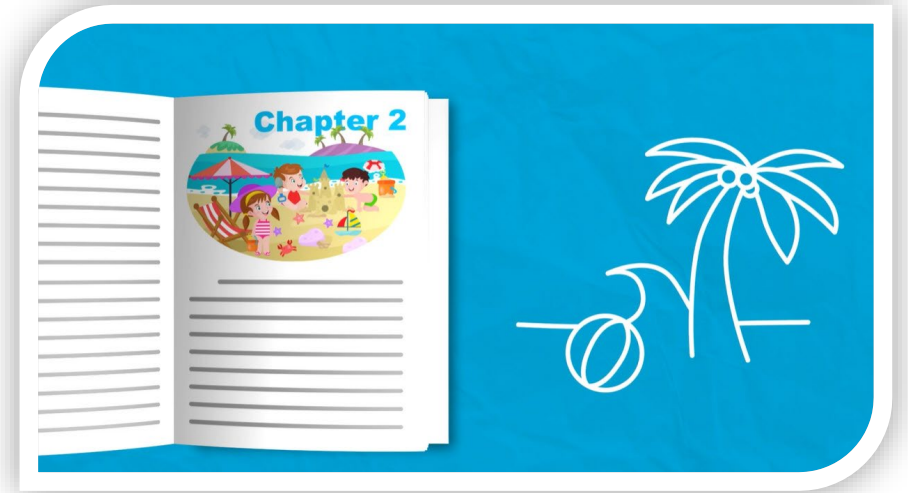
**Process:**

Step 1: Read an informational text with your child.

Step 2: Ask them to write some questions about the text with the answers.

Step 3: Then your child will ask you the questions. If you answer correctly, you will receive a point. If you answer incorrectly, your child receives a point.

# SKETCH THE SETTING



**Materials Needed:** A fictional story, crayons, paper, pencil

**Process:**

Step 1: Read a story aloud to your child.

Step 2: At the beginning of the story, stop and have your child sketch what they think the setting looks like based on what they hear you read.

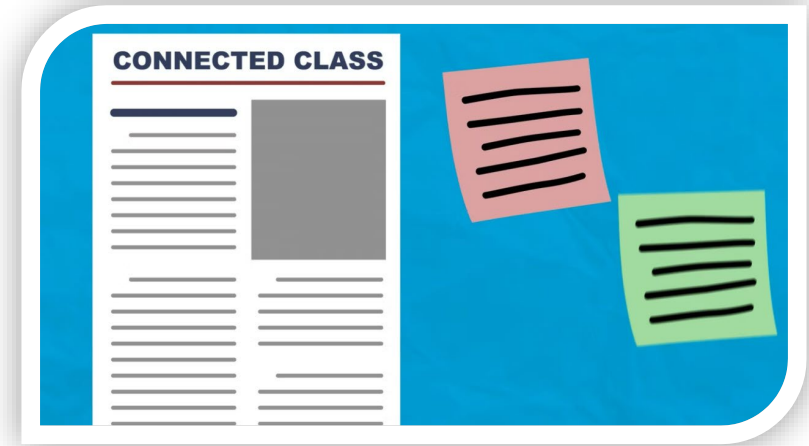
Step 3: Any time the setting changes, stop and have your child sketch.

Step 4: At the end of the story, ask your child to talk about how the setting changed through the story and tell you the words that helped them draw the setting.

Step 5: Ask your child to talk about what they could see, feel, and hear about the setting.



# STOP AND JOT



**Materials Needed:** An article or passage, sticky notes, paper, pencil

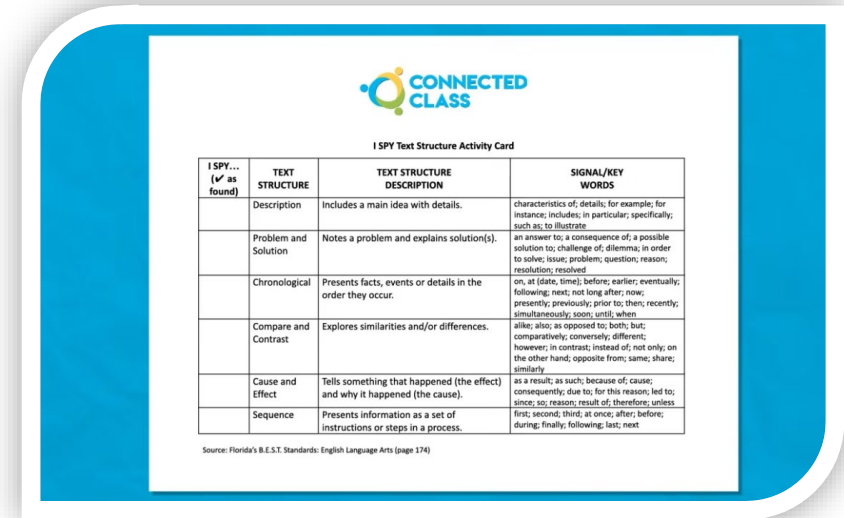
**Process:**

Step 1: As you read a section or paragraph, stop and ask your child to jot down what is most important about that text on a sticky note. Use a separate one for each section.

Step 2: After reading the entire article, have your child lay the sticky notes out next to each other and look back across all the notes. Have your child tell you what the whole article is about. While doing this activity, check your child's sticky notes to make sure they are comprehending what they are reading.



# I SPY TEXT STRUCTURE



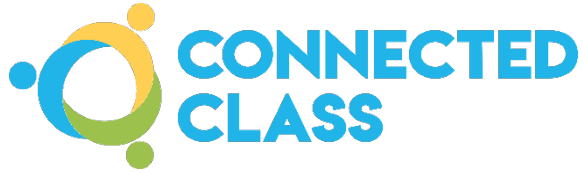
**Materials Needed:** Variety of informational texts, I Spy Card, pencil

**Process:**

Step 1: Before beginning, talk about the different types of text structures on the I Spy Card. This activity may be played over the course of time in the classroom and at home.

Step 2: As you read a variety of informational books or articles with your child and they identify a specific text structure, have them say “I spy a text structure”. The child will identify the text structure.

Step 3: Then have the child point out the keywords that led them to that conclusion and mark it on their I Spy Card. When the child has found all of the text structures on the card, they are an “I Spy Text Structure Expert”.



# INTERVIEW WITH AN AUTHOR

**Materials Needed:** A fictional story, Interview Guide, a filming device

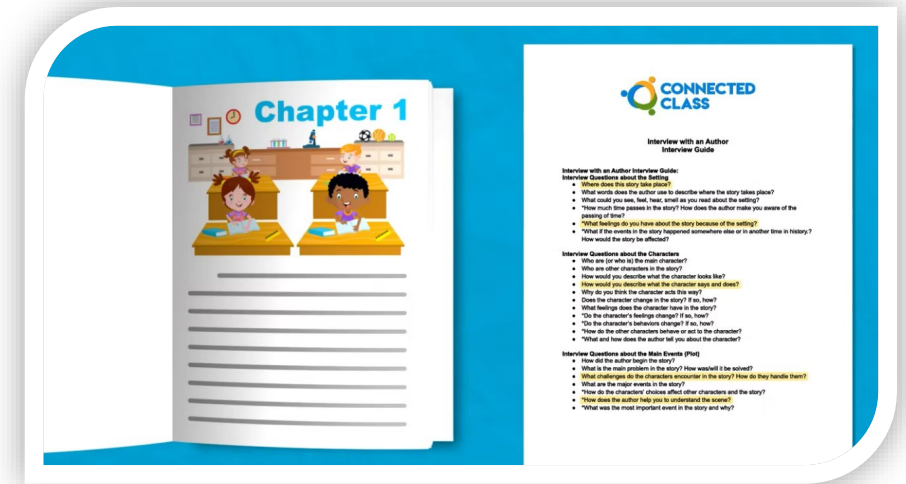
## Process:

**Step 1:** Read a story with your child.

**Step 2:** Use the questions from the Interview Guide to interview your child about the story. Your child will pretend to be the author and respond to the questions.

**Step 3:** Select one or two questions from each section (setting, characters, and main events).

**Step 4:** As you ask the questions and your child responds, occasionally you can follow up with questions like “How do you know that?” or “Where did you find that in the story?” Your child should be able to provide the evidence from the story.





# SOMEBODY WANTED BUT SO THEN



**Materials Needed:** A fictional story or a nonfiction story of a historical event, paper, pencil

**Process:**

Step 1: Have your child draw a five-column chart on a sheet of paper.

Step 2: Have them write SOMEBODY in the first column with the question "Who is the main character?" underneath. Next, have your child write WANTED with the question "What did the character want?" In the third column they will write BUT with the question "What was the problem?" In the fourth column have your child write SO and "How did the character try to solve the problem?" Finally, they will write THEN in the fifth column with the question "How did the story end?"

Step 3: After reading, have your child identify the main character and talk about what is happening in the story. Complete the chart, using the questions under each heading as a guide.

# ANTONYM ANTICS

**Materials Needed:** Fly swatter, antonym cards, markers, antonym list

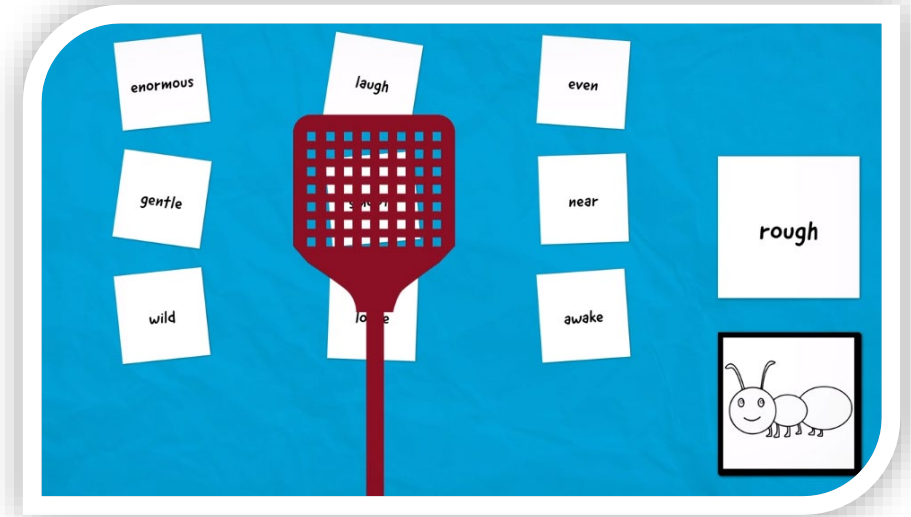
**Process:**

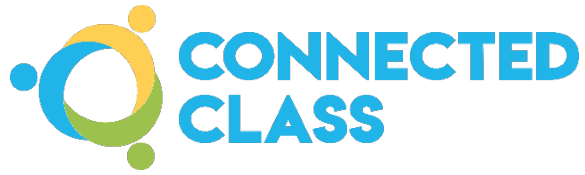
Step 1: Write each set of antonyms on cards and place them in two piles.

Step 2: Keep one pile to call out the words to your child and place the other cards face-up on the table.

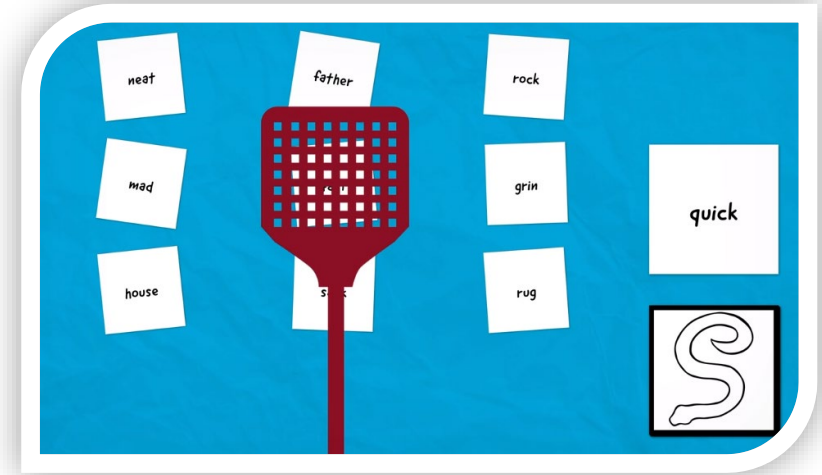
Step 3: Call out a word to your child. Ask them to swat the matching antonym.

Step 4: Continue calling out words until your child finds all the antonym pairs.





# SLITHERING SYNONYMS



**Materials Needed:** Word list of synonyms, downloadable playing cards or index cards, markers, fly swatter, optional opponent

## **Process:**

Step 1: Write each set of synonyms on cards and place them in two piles.

Step 2: Keep one pile to call out the words to your child and place the other cards face-up on the table.

Step 3: Call out a word to your child. Ask them to swat the matching synonym.

Step 4: Continue calling out words until your child finds all the synonym pairs.





# RHYMING TABLE TOSS



**Materials Needed:** Set of rhyming words, plastic cups, small strips of paper, small bouncy ball, markers

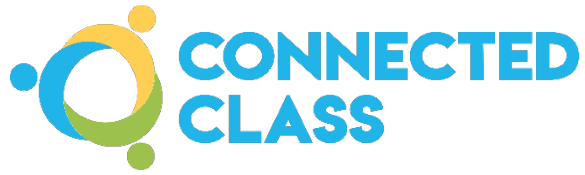
## **Process:**

Step 1: Write a set of rhyming words, one on each plastic cup

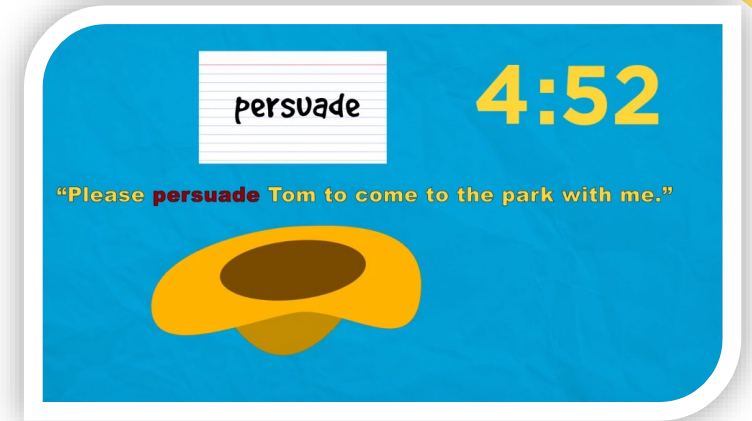
Step 2: Set the cups up in a triangle at the end of a table

Step 3: Tell child that they are going to toss or bounce the ball and try to get it inside a cup

Step 4: You will say the word and they will need to give you a correct rhyming word. Each correct word removes the cup from play. To win the game they must remove all the cups



# HATS OFF TO WORDS



**Materials Needed:** Vocabulary list, index cards, hat ,markers, timer

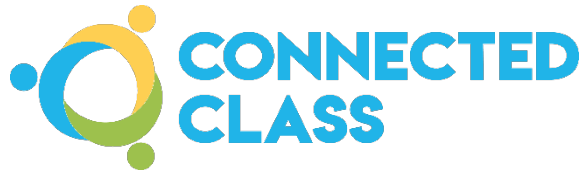
**Process:**

Step 1: Write all your child's vocabulary words on note cards, including two cards that say hats off.

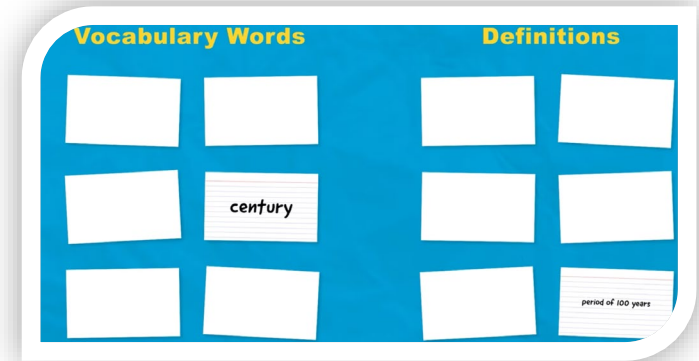
Step 2: Place all the cards in a hat.

Step 3: Set the timer for five minutes.

Step 4: Have your child choose a card and give the definition and use the word correctly in a sentence. Each correct card is worth one point. If the child draws the card that says hats off, all the cards go back in the hat, and the child starts over with no points. Once a hats off card has been drawn, it remains out of play. The goal is to get as many points as possible before the timer runs out.



# MEANING MATCH



**Materials Needed:** Vocabulary word list, index cards, marker, opponent

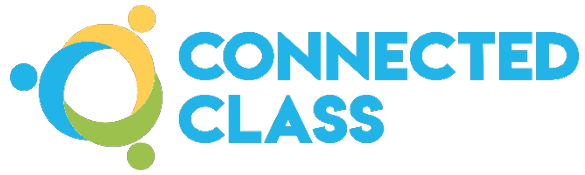
**Process:**

Step 1: Write each vocabulary word on an index card, shuffle the cards, and place them face down on the left side of the table.

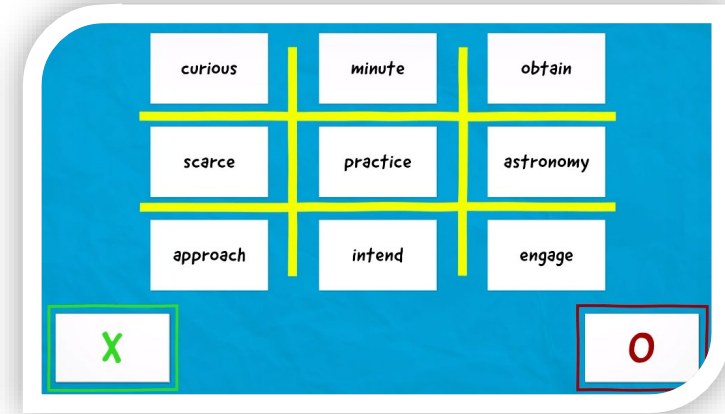
Step 2: Write the definitions of each word on cards, shuffle them, and place them face down on the right side of the table.

Step 3: You are trying to match the vocabulary card on the left with its definition card on the right. The first person flips over two cards. If they are a pair, the player can go again. If not, it is the other person's turn.

Step 4: The person with the most pairs at the end wins the game.



# Tic Tac Vocab



**Materials Needed:** Vocabulary list , index cards, markers, partner

**Process:**

Step 1: Create a set of index cards from the vocabulary list. Put the vocabulary word on one side and the definition on the other side.

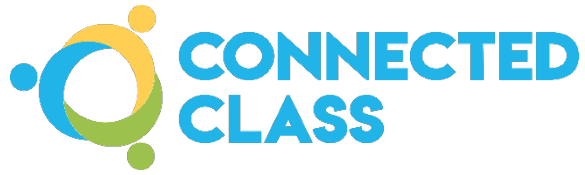
Step 2: Each player will make five index cards with either an “X” or an “O”. They will use these cards to take the place of the vocabulary word if they get the definition correct.

Step 3: Players will lay the vocabulary index cards out in a three by three array, so it looks like a Tic-Tac-Toe board. The vocabulary words will be face up with the definitions face down.

Step 4: The youngest player will go first. They will select a word and tell the other player the definition.

Step 5: The other player will check their answer by using the definition on the back of the index card.

Step 6: If they get it correct, they exchange the vocabulary index card for their “X” or “O” playing card. Play continues until someone wins or there is a tie.



# VOCABULARY Pictionary



**Materials Needed:** Vocabulary word list, paper, pencil, partner or partners

**Process:**

Step 1: Write the vocabulary words on pieces of paper.

Step 2: Fold them and put them in a pile.

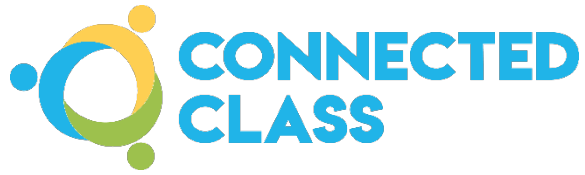
Step 3: The first person picks out a word and draws it.

Step 4: The other player tries to guess the word while it is being drawn.

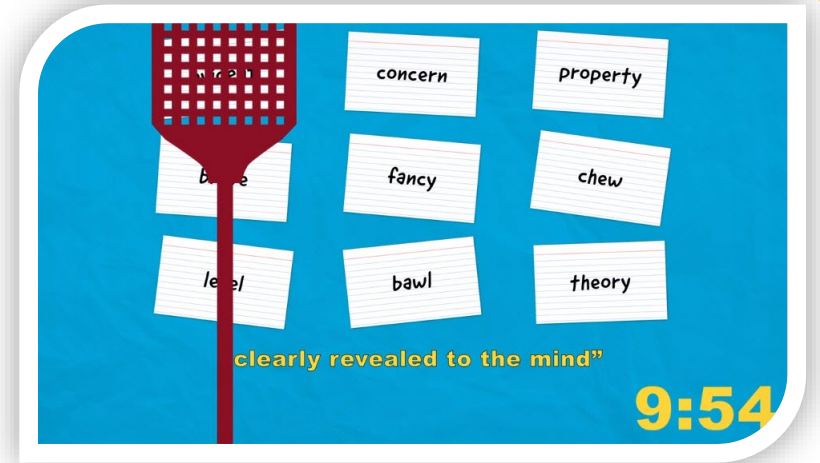
Step 5: When the person guesses the word, they get a point.

Step 6: If a correct definition is also provided, they can get an extra point.

Step 7: Play until all the words have been used. The person with the most points at the end wins.



# VOCABULARY SWAT



**Materials Needed:** Fly swatter, vocabulary list, markers, index cards, timer

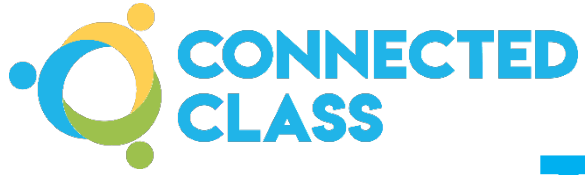
**Process:**

Step 1: Write each vocabulary word on an index card and spread them out on the table.

Step 2: Set the timer for ten minutes.

Step 3: Call out a vocabulary word definition from the list. Ask the child to swat the correct vocabulary word.

Step 4: If the child gets the word correct, they receive a point. If the child gets the word incorrect, the word remains on the table. Continue calling out vocabulary definitions until the timer runs out.



# THE R.I.D.E. STRATEGY



**Materials Needed:** A fictional or nonfiction article, passage, or story

**Process:**

Step 1: Your child will use the acronym R.I.D.E. to determine the meaning of an unfamiliar word.

Step 2: First reread the words before and after the unfamiliar word.

Step 3: Then identify the clue or clues that could help determine the meaning of the unfamiliar word.

Step 4: Use information about the clues to make an informed guess about the meaning of the unfamiliar word.

Step 5: Ensure that the meaning makes sense.

# CONTEXT CLUES DETECTIVE

“Like her brother, John, who said he was **very hungry**, Amy told her mother she was **starving**.”

UNFAMILIAR WORD

*starving*

CONTEXT CLUE

*synonym*

WORD MEANING

*very hungry*

**Materials Needed:** An article, story, or textbook, Context Clues Handout, paper, pencil, optional magnifying glass

**Process:**

Step 1: Before reading, talk about the different types of context clues that authors use.

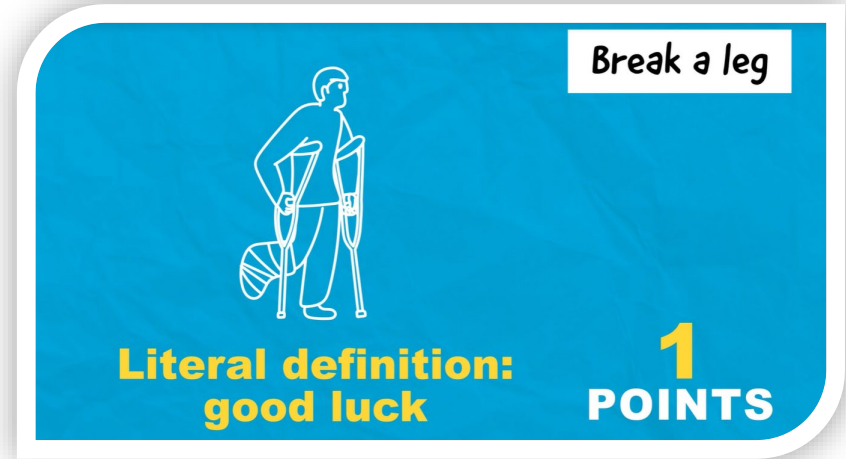
Step 2: Have the child draw a three-column chart on a sheet of paper and write the following words, UNFAMILIAR, CONTEXT CLUE, and WORD MEANING in the heading of each column on the chart in order.

Step 3: Read a text together. Ask the child to let you know when they find an unfamiliar word in the text and write it under the first column of the chart. Tell the child that they are going to be a “Context Clues Detective” and look for a hint the author has given to help figure out the unknown meaning of the word.

Step 4: Once they find a clue, have them write the type (Definition/Explanation, Synonym, or Antonym) in the second column. Then ask the child to write the meaning of the word in the third column.



# A PICTURE IS WORTH A THOUSAND WORDS



**Materials Needed:** Paper, marker, an opponent, Types of Figurative Language handout, Figurative Language Examples

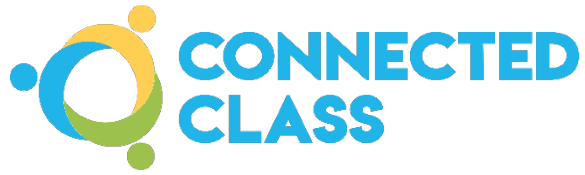
**Process:**

Step 1: Select some figurative language words and phrases from the attached list of examples. Fold up each example and put them in a pile.

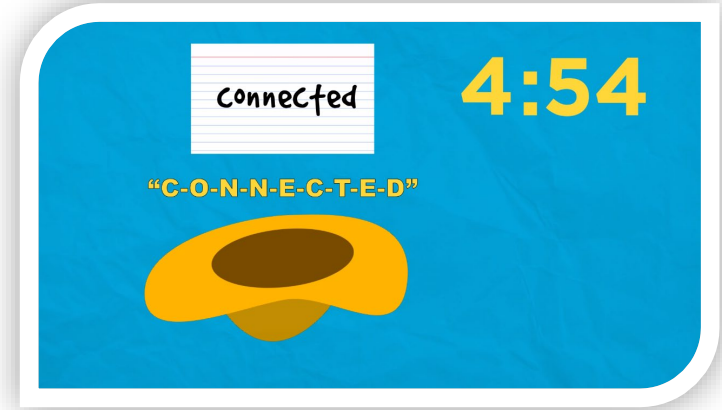
Step 2: The first person picks a figurative language word or phrase from the pile, reads it, and draws a picture of the figurative language.

Step 3: The other player tries to guess the word or phrase while it is being drawn. When the person guesses correctly, they get a point. The person can give a correct literal definition of the word for a second point.

Step 4: Play until all the words and phrases have been used. The person with the most points at the end wins.



# HATS OFF TO SPELLING



**Materials Needed:** Child's weekly spelling list, index cards, hat, markers, timer

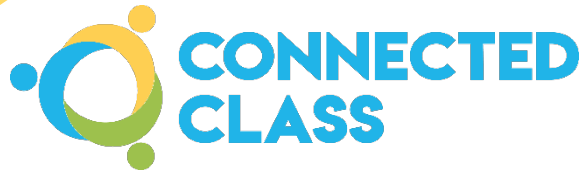
**Process:**

Step 1: Write all your child's spelling words on index cards, including two cards that say hats off.

Step 2: Place all the cards in a hat.

Step 3: Set the timer for five minutes.

Step 4: The parent will draw a card from the hat. Read the word, and have the child spell the word correctly. Each correct card is worth one point. If the child draws the card that says hats off, all the cards go back in the hat, and the child starts over with no points. Once a hats off card has been drawn, it remains out of play. The goal is to get as many points as possible before the timer runs out.



# SPELLING SWAT



**Materials Needed:** Spelling list, downloadable cards or index cards, fly swatter, markers, and a timer

**Process:**

Step 1: Write each spelling word on one of the cards and place them facedown on the table.

Step 2: Set the timer for ten minutes and press start.

Step 3: The child will swat a card, and the adult will read the word on the card. If the child spells the word correctly, they get one point. If they spell it incorrectly, the card goes back on the table.

Step 4: Try to earn as many points as possible before the time runs out.

# SPELLING TABLE TOSS



**Materials Needed:** Set of spelling words, plastic cups, small strips of paper, small bouncy ball, marker

**Process:**

Step 1: Write a set of spelling words, one on each plastic cup.

Step 2: Set the cups up in a triangle at the end of a table.

Step 3: Tell child that they are going to toss or bounce the ball and try to get it inside a cup.

Step 4: When the ball lands inside the cup, you will say the word, and they will need to give you the correct spelling of the word. Each correct word removes the cup from play. To win the game, they must remove all the cups.



# TIC TAC SPELL

**Materials Needed:** Spelling list , index cards, markers, partner

**Process:**

Step 1: Create a set of index cards from the spelling list.

Step 2: Players will lay the spelling index cards out face down in a three-by-three array, so it looks like a Tic-Tac-Toe board.

Step 3: The youngest player will go first. They will select a spot, and the older player will say the word without showing the card.

Step 4: The older player will check their answer by using the correct spelling on the index card.

Step 5: If the younger player gets it correct then they exchange the spelling index card for their “X” or “O” playing card. Play continues until someone wins or there is a tie.

